

THE CLASSIC QUESTION.

Principal W. G. Blake of the Spartanburg Graded School.

Imitation is a sort of second nature with men, and when it crystallizes into custom or habit, there is created a wonderful potential energy for good or for evil. In China the fashionable woman hobbles about on what has a remote resemblance to feet, because her ancestors have set her the example of pedal deformity. In Europe and America for several hundred years two languages monopolized the curricular of our institutions of learning, and education meant mainly proficiency in Latin and Greek. It would seem now that custom is mainly responsible for this "linked foot" long drawn out."

We would do our Chinese man a injustice if we supposed she was conscious that it was custom alone that caused her to maim her feet. She has reasons valid enough to her own mind for thus doing, however absurd these reasons might be to an unbiased critic. So with this classic fetish. There is no end of argument in favor of a classic requirement for the granting of the A. B. degree in our colleges. In many respects, however, these arguments are but little removed in validity from those of our Chinese friend in favor of her shoe. For example: The Mongolian argues that she must wear her shoes because they keep her feet warm. We say to her, wear larger shoes; the same result is secured, and your feet are saved from deformity. The classicist claims that he must study the dead languages in order to discipline his mind. The answer comes, study with like diligence the living languages; the same end is attained, and you secure besides most useful tools for practical life work.

It is an easy matter for the classicist to claim surpassing excellence for his Latin and Greek as to their educational value, and he offers an imposing array of facts which seem to substantiate his claim; but when the crucial question is asked, wherein lies the intrinsic superiority of these languages, no satisfactory answer is forthcoming. If the classicist demands that Greek and Latin be placed on an equal footing with other studies in the school, must be a classic course leading to the A. B. degree, he stands on solid ground; but just as soon as he says there shall be no A. B. degree except by way of Latin and Greek, why then he is building on the sand, and no argument can make tenable his position.

In support of the claim that Latin and Greek are superior to anything else as a means of mental discipline, the classicist argues that the most astute scholars, literary or scientific, are those whose minds have been thoroughly schooled in the classic gymnasium. This claim may be true. I am not prepared to confute it. But I am not surprised. I should be amazed if it were otherwise; and yet it does not detract one iota from our argument. We must remember that pure mental discipline in the past, leaving out the mathematics, has been almost wholly confined to the study of the classics; and since mental training is essential to scholastic attainment in any field, to be sure we find the majority of eminent thinkers in the ranks of the classicists. But does that argue that in all the range of human learning nothing could be successfully substituted for the dead languages? Take a parallel case: Would it be surprising if, in examining the lists of our foot-ball players, we should find that the most eminent athletes in the number had taken the physical gymnasium course while in college? But would it prove that dumb bells, Indian clubs, horizontal bars, etc., are the only possible means by which this physical training may be acquired? Can we not imagine a college department where, instead of the ordinary gymnasium equipment, there are established a variety of machines, which would, when put in operation by muscular power, accomplish some useful work, at the same time giving exercises to every muscle in the body? Surely it would not be a question for a moment as to the superiority of that gymnasium which, while developing the muscles, would at the same time utilize the vast amount of energy otherwise lost, and also serve to train the student in the manual dexterities of practical industrial life. And so it is in the higher gymnasium of mind training. Give me that discipline, which, while essentially rigid and thor-

ough, can in after life be put to the most diverse and varied practical use. Does such discipline reside only in the dead languages? Does it reside there at all?

We hear a good deal of that mental acumen, that "indescribable fineness of thought and diction" characteristic of the classicist scholar. There is much in this. We do not question the utility of language study in mental drill; but what is there inherent in the classics, as opposed to living languages, that makes them so vastly superior to the latter as mind trainers? I believe that no sane freason has ever been given why Anglo-Saxon, French and German, if taught with the same care that is devoted to the study of Latin and Greek, would not produce in the mind equally good gymnastic results. German scholarship, the flower of the classic school, as excellent as it is, may not be, after all, the great desideratum in educating the Alpha and Omega of intellectual accomplishment. That "fineness of thought savors somewhat of narrowness of thought. The stiletto has excellent penetrating and probing qualities, but the broader blade of a more natural and a more rational culture, while just as keen, is more humane and more practical. That "Higher criticism," of German birth, is noted chiefly for its stabbing propensities. Its office is blood letting, too often unaccompanied by any life infusing power. The philosophy of a Hegel, which simply ignores the supernatural, is not natural. The scholarship of a Darwin has given to the world the wonderful "Origin of Species," but, unfortunately it comes to us in the habiliments of a chilling materialism. Happily the hard common sense of a more modern way of thinking, with its intolerance of superstition and sham, leads us to look for better things in the future.

It is claimed that the classics are such rich mines of intellectual resource, so beautiful, so charming in their literary quality, that one must needs study them to absorb that deepest wisdom and aesthetic sense possessed by the people who wrote and spoke them. We answer that, value these languages as we may, there is not one in a hundred who, studying them as taught in our colleges, obtains any true idea of the richness and beauty of their literatures from that study. A grammar and lexicon knowledge of Latin and Greek is almost as inadequate to convey any appreciation of their literary quality, as an analysis of the oils of a painting to furnish a basis for criticism of the art value of a picture. We are willing to grant, for the sake of argument, that these languages are all from a literary point of view that their most ardent admirers claim for them; but what we do deny is that our college students reach any just appreciation of their worth from their study of them. We have been too prone to accept without question the time honored laudation of the classics, and with a sort of superstitions awe to do them reverence as something not altogether of earthly origin.

I am not one to underestimate the value of that vast fund of useful knowledge, that wealth of inspiration to be derived from a study of the Greek and Roman peoples. No education is complete without such study; but this knowledge and this inspiration is not to be acquired by memorizing innumerable lists of words and grammatical rules, by grubbing for Latin and Greek roots, or by agonizing over knotty problems in translation. If the four or five years usually spent in wrestling with Greek and Latin in the original tongues were devoted to the study of the history, literature, art and mythology of these peoples as presented in English works by the best classical scholars, there is no question whatever in my mind that a better insight into, and a higher appreciation of the genius of Greek and Roman life and literature could be gotten. When I think of the heroic prowess of a Theseus, the lofty statesmanship of a Pericles, the brilliant, though unscrupulous genius of an Alcibiades, the inordinate ambition of an Alexander, I recall my reading of "Plutarch's Lives"—not in the original Greek—but in the English translation.

I shall make no apology for my free use of the personal pronoun in this article. Personal experience has wrought within me intense convictions regarding a matter of too great importance in education to be treated with reserve, or show of false modesty.

A moiety of this experience, tinged, as it were, with my own life blood, must not be omitted from this argument.

Classic mythology possesses a peculiar charm for me, and I think I can appreciate the wonderful aid it has lent to the poetry of our tongue. I can feel the truth of the assertion that Poe's line, "On the Night's Plutonian shore," is the most poetical expression in our language; and when I take up my Shakespeare and find I have marked for its beauty the following exclamation of the poet: "Moist Hesperus has quenched his sleepy lamp"; why I am assured that my own appreciation of the beautiful in mythological allusion has no earthly connection with that ex-cruciating Greek of my college course, the bane of my student life. Then what of Shakespeare himself, boon companion of the gods and goddesses, and as much at home as they upon the misty heights of Mount Olympus? Can any one for a moment suppose that his marvellous familiarity with classic lore sprang mainly from the "little Latin and less Greek" of his Stratford School?

As I recall the text of my Homer, I believe I do remember something about "owl-eyed Andromache" and "ox-eyed" somebody else, but there are no pleasant emotions associated with the reminiscence. I do not exaggerate when I say that about half of my time in college was devoted to the study of Greek alone, and I believe that three-fourths of that time was wasted,—worse than wasted,—for my college life was made a burden, my health was injured, I do not doubt, and irreparable wrong was done me for life. Of course it was the diploma at the end of the lane that seemed to justify the torture. That piece of sheepskin was to be the "open sesame" to all earthly success. Just here I would fain give expression to sentiments requiring multiple exclamation points, but that would be irrelevant, and I refrain.

Of course it may be said that I was an exception to the rule—that Greek was peculiarly difficult for me. That may be true, but it is just as true that there are many in every class that enters college who have no aptitude for the acquirement of language, who never develop any real enthusiasm for it, nor make any real progress in it, while at the same time these very persons may have decided talent in other directions, as is often the case, and yet who have not the opportunity nor the encouragement to develop their powers along the lines marked out for them by nature herself.

The classicist has forgotten the fact that all men are not cast in the same mould. While there are some men whose highest intellectual development may possibly be secured by a study of the dead languages, it is certainly true that such study for others is positively blighting, and should be replaced by something more in harmony with their intellectual bent.

To sum up then: 1st. The dead languages are not the *sine qua non* of the best educational development. 2nd. The classics should be placed on an equal footing with other disciplinary studies, where they must stand or fall on their own merits. If the classicist demurs, he cannot have much faith in his hobby.

(I apologize for the use of the Latin quotation; but it would not be amiss to say,—since an honest confession here is at least good for the argument,—that the Latin was just introduced for pedantic effect, and not because no English equivalent is equally good. And I trust the classicist will pardon me when I say that pedantry is responsible for most of this foreign flourish in English writing.)

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The two communities of Magnolia and Lynchburg, which in reality form but one town, have shown good sense by uniting the two old schools, levying a special tax, and erecting a creditable building. The opening day was an educational rally, the speaker of the occasion being the Hon. Jno. J. McMahan. The new school is taught by Mr. Marvin Auld, principal; Miss Johanna Clark and Miss Mary Cooper assistants.

CLERK'S SALE.
STATE OF SOUTH CAROLINA,
COUNTY OF FAIRFIELD.
COURT OF COMMON PLEAS.
Chesley A. Mathews, Mathew C. Mathews and Amanda Dickey, plaintiffs,
against
Caroline Mathews, Alice Mathews and Job Mathews, defendants.

IN pursuance of an order of the Court of Common Pleas made in the above stated case, I will offer for sale before the Court House door in Winnsboro, S. C., on the
FIRST MONDAY IN NOVEMBER next, within the legal hours of sale, at public outcry to the highest bidder, the following described property, to wit:
All that piece, parcel or tract of land lying, being and situate in the County and State aforesaid, containing
ONE HUNDRED AND THIRTY ACRES,
more or less, and bounded on the north by Little River and lands of R. R. Macfie; on the east by tract of land assigned to Caroline Mathews and others; on the south by the public highway leading to Winnsboro; and on the west by Little River, and having such other marks and abutments as will appear on plat made by J. M. Stewart on the 7th January, 1901.

TERMS OF SALE.
One-half cash, the balance on a credit of twelve months from the day of sale, with interest from the day of sale at eight per cent per annum, to be secured by the bond of the purchaser and a mortgage of the premises sold, with the privilege to the purchaser to pay all or any portion of the credit instalment in cash. The purchaser to pay for all necessary papers, for revenue stamps and recording.
JOHN W. LYLES,
C. C. C. P. F. C.
Winnsboro, S. C., Oct. 7, 1901.
10-8td

CLERK'S SALE.
STATE OF SOUTH CAROLINA,
COUNTY OF FAIRFIELD.
COURT OF COMMON PLEAS.
Florence G. Feaster, as Executrix of the Will of T. D. Feaster, deceased, plaintiff,
against
Thomas Parr, as Executor of the Will of Jerry Thompson, deceased, and Peggy Thompson, his demise, defendants.

IN pursuance of an order of the Court of Common Pleas made in the above stated case, I will offer for sale before the Court House door in Winnsboro, S. C., on the
FIRST MONDAY IN NOVEMBER next, within the legal hours of sale, at public outcry to the highest bidder, the following described property, to wit:
All that piece, parcel or tract of land lying, being and situate in the County of Fairfield, in the State aforesaid, containing
FORTY ACRES,
more or less, and bounded by lands of the estate of E. F. Lyles, estate of Mrs. M. N. Dawkins, and lands of Thomas McGill.

TERMS OF SALE.
One-half of the purchase money to be paid in cash, on the day of sale, and the balance thereof on a credit of twelve months, with interest from the day of sale, payable annually, until the whole debt and interest be paid, to be secured by the bond of the purchaser and a mortgage of the premises sold, or all cash at the option of the purchaser, and the purchaser to pay for all necessary papers.
JOHN W. LYLES,
C. C. C. P. F. C.
Winnsboro, S. C., Oct. 7, 1901.
10-8td

CLERK'S SALE.
STATE OF SOUTH CAROLINA,
COUNTY OF FAIRFIELD.
COURT OF COMMON PLEAS.
Charles A. Douglass, Plaintiff,
against
J. E. McDonald and Other, Defendants.

IN pursuance of an order of the Court of Common Pleas made in the above stated case, I will offer for sale before the Court House door in Winnsboro, S. C., on the
FIRST MONDAY IN NOVEMBER next, within the legal hours of sale, at public outcry to the highest bidder, the following described property, to wit:
All that certain piece, parcel or tract of land lying, being and situate in the County of Fairfield and State of South Carolina, containing
FIVE HUNDRED AND FORTY ACRES,
more or less, and bounded by lands formerly owned by Marshall McGraw, deceased, Stephen Gibson, deceased, lands now or formerly owned A. P. Irby, lands formerly owned by J. E. McDonald and Charles A. Douglass, now owned by Carmon, lands of Henry Coleman, W. N. Mason, Joseph W. Clark and others.

TERMS OF SALE.
The whole of the purchase money to be paid in cash upon the day of sale immediately at the close of the bidding. Purchaser to pay for all necessary papers, stamps and recording.
JOHN W. LYLES,
C. C. C. P. F. C.
Winnsboro, S. C., Oct. 7, 1901.
10-8td

CLERK'S SALE.
STATE OF SOUTH CAROLINA,
COUNTY OF FAIRFIELD.
COURT OF COMMON PLEAS.
W. B. Hogan and J. L. Parker, late copartner under the firm name of Hogan & Parker, plaintiffs,
against
Charles W. Johnston and Wade H. Johnston, defendants.

IN pursuance of an order of the Court of Common Pleas made in the above stated case, I will offer for sale before the Court House door in Winnsboro, S. C., on the
FIRST MONDAY IN NOVEMBER next, within the legal hours of sale, at public outcry to the highest bidder, all of the right, title and interest of Charles

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For one dollar additional any of these machines will be delivered to your nearest depot.

HORSES AND MARES.
I have 10 or 12 real nice horses that I will sell cheap or will trade them for thin mules. If you need a horse come to see me and I will let you have one that will give you satisfaction.

W. Johnston and Wade H. Johnston in and to the following described tract or parcel of land, to wit:
All that certain piece, parcel or tract of land lying, being and situate in the County of Fairfield and State aforesaid, containing
ONE HUNDRED AND FIFTY-EIGHT (158) ACRES,
more or less, and bounded on the north by lands now or formerly owned by Reuben Jones and Thos. Sims, Sr.; on the south by lands of the estate of N. M. McQuarters and William and Walter Boyle; on the west by lands of Ann Freeman; and on the east by lands of Thomas Sims, Jr., and others.

TERMS OF SALE.
The whole of the purchase money to be paid in cash on the day of sale immediately at the close of the bidding. Purchaser to pay for all necessary papers, for revenue stamps and recording.
JOHN W. LYLES,
C. C. C. P. F. C.
Winnsboro, S. C., Oct. 7, 1901.
10-8td

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I have four very fine Milch Cows that I will sell or trade them for dry cattle.

A. Williford.

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WOOD'S FALL CATALOGUE issued in August tells all about Crimson Clover, Hairy or Sandvetch, Rape, Winter Turf or Grazing Oats, Seed Wheats, Grasses and Clovers, Turnip and Vegetable Seeds, Hyacinths, Tulips, etc.
Catalogue mailed free—write for it.

FOR THE FALL SEASON.
Wednesday, Thursday, Friday and Saturday of each week, after September 15th, the Registered Stallion, W. A. W., will be kept in Winnsboro in the lot back of Mr. H. B. Refo's store. Parties desiring his service will not fail to find him in Winnsboro on the days mentioned above. He will not be sent to any stands in the country during the fall season. He comes from a long line of great horses and is registered No. 25954, American Trotting Register.
Sired by Red Wilkes; dam Betsy Baker. Betsy Baker was sired by Dictator. Dictator is the sire of Jay-Eye-See, 2:10; Nancy Hanks, 2:04; Director, 2:07, and the peerless Directum, 2:04. Mother Hubbard, the dam of Betsy Baker, is by Toronto and is the mother of great trotters.
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